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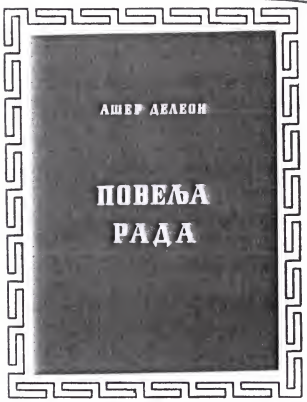

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SEAFARERS' EDUCATION SERVICE

(INCORPORATED)

In Oversize Box 24

SELWYN HOUSE, ENDSLEIGH STREET, LONDON, W.C.1

LIST OF

PRIZE COMPETITIONS, 1947

Essays must not exceed the specified length ; essays exceeding those limits will be penalized. Competitors are reminded that length in itself is not a merit.

Please count and write the number of your words on EACH page, and give the grand total of the WHOLE ESSAY at the end.

¶ **These competitions are open to all ranks and ratings serving at sea in the British Merchant Service**

1 HAROLD WRIGHT MEMORIAL PRIZE. Eleventh Competition. A prize of £10 open to ships' companies, exclusive of officers of all departments, but including apprentices and cadets. Subject : *How I would take a month's leave having £100 to spend.* Not more than **2,000** words. *Closing date :* 31st December, 1947.

2 CHALLENGE CUP AND PRIZE ESSAY COMPETITION. Challenge Cup may be carried in the winner's ship. A prize of £5. Open to all members of ships' companies other than officers of all departments, apprentices or cadets in British ships. Subject : *Will Air Transport rival Merchant Shipping : If so, in what way ?* Not more than **2,000** words. *Closing date :* 31st December, 1947.

3 OFFICERS' PRIZE ESSAY COMPETITION. Prizes £5, £3, and £1 (in books or cash) for officers of all departments. Subject : *Coincidences met with in my experience.* Not more than **2,000** words. *Closing date :* 31st December, 1947.

4 PRIZE ESSAY COMPETITION FOR APPRENTICES OR CADETS in British ships. Prizes £3, £2, and £1. Subject : *What invention would the world have been best without ?* Not more than **1,000** words. *Closing date :* 31st December, 1947.

5 PRIZE ESSAY COMPETITION FOR SHIPS' BOYS of any rating in British ships. Prizes £3, £2, and £1. Subject : *Discuss some (or one) of the books you have read recently.* Not more than **1,000** words. *Closing date :* 31st December, 1947.

6 PRIZE ESSAY COMPETITION FOR CADETS in H.M.S. *Conway*, H.M.S. *Worcester*, Pangbourne Nautical College and Department of Navigation, University College, Southampton, S.A.T.S. *General Botha* and I.M.M.T.S. *Dufferin*. Prizes £3, £2, and £1. Subject : *The best sea story I have read, and why I think it best.* Not more than **1,000** words. *Closing date :* 31st December, 1947.

7 PRIZE ESSAY COMPETITION FOR LADS IN SEA SCHOOLS, TRAINING SHIPS AND RESIDENTIAL NAUTICAL SCHOOLS (other than cadets' schools). Prizes £3, £2, and £1. Subject : *Describe an Imaginary Voyage Round the World.* Not more than **1,000** words. *Closing date :* 31st December, 1947.

8 MODEL AND HANDICRAFT COMPETITION FOR Seafarers of all ranks and ratings in any British ship. Prizes £3, £2, and £1. *Closing* Date : 31st December, 1947.

9 SCHOLARSHIPS FOR SHIPS' BOYS. THE ROYAL SOCIETY OF ARTS, from its THOMAS GRAY MEMORIAL TRUST, offers, through the Seafarers' Education Service, Scholarships to Ships' Boys anxious to study for Second Mate's Certificate. For further details apply : The Secretary, Seafarers' Education Service, Selwyn House, Endsleigh Street, London, W.C.1.

N.B. This poster is displayed by the kind co-operation of The Ministry of Transport Seamen's Welfare Officers, The Missions to Seamen, The National Union of Seamen, and other associated organizations.

Reproduction of all literary matter is reserved to the Seafarers' Education Service and the Editor of " The Seafarer ".

Intending Competitors are requested to read the leaflet dealing with all competitions for details of any in which they may be interested, before entering. Competitors should post their entries direct to the Secretary, Seafarers' Education Service, Selwyn House, Endsleigh Street, London, W.C.1.

X-LC6025.S4

X-LC6025
#47 .S4

1947

SEAFARERS' EDUCATION SERVICE

MODEL AND HANDICRAFT COMPETITION

Ships, Engines, Woodwork, Basketwork, Rugs, Mats, Painting, Drawing—anything made by hand

A. The Seafarers' Education Service invites entries for competition of specimens of any form of handicraft executed in spare time aboard ship, from British Merchant Seafarers of all ranks and ratings.

B. *Each specimen must be marked clearly with the name and rating of the sender, name of ship and of company, a statement that it has been executed by himself aboard ship, and a short description if thought necessary.*

C. Where an address is given, specimens will be returned to the sender, but the Service cannot accept any responsibility for safe transit. The Service cannot undertake to pay carriage outside Great Britain.

D. Prizes of £3, £2, and £1 respectively will be awarded to the three specimens considered the best by judges appointed by the S.E.S., whose decision must be final. Should a variety of entries call for it, additional prizes may be awarded.

E. Competitors may, if they wish, send to the Secretary a price at which they are prepared to sell their work. Where a sale is effected, the money will be remitted to the competitor.

F. The Secretary will be pleased to send further information.

Specimens should be sent to the Secretary, Seafarers' Education Service, Selwyn House, Endsleigh Street, London, W.C.1. They may be sent at any time, but must reach him not later than 31st December, 1947.

COMPETITION NO. 8. H.8.—3,000—3/47.

X-LC6025
.S4

SEAFARERS' EDUCATION SERVICE
(INCORPORATED)

#43

ESSAY COMPETITIONS 1947

Hereunder we give the details of the Essay Competitions open to all ranks and ratings serving at sea in the **British Merchant Service.**

GENERAL RULES

(a) Essays must not exceed 2,000 words in length for competitions Nos. 1, 2 and 3, and 1,000 words for competitions Nos. 4 and 5. Essays exceeding those limits will be penalized.

(b) Essayists are asked to count the number of words on each page, note it at the foot thereof and give the total of the whole essay at the end.

(c) Each essay should bear the name, rank or rating of the entrant, permanent home address, ship and Owner's name clearly set out at its head.

(d) **The closing date for entries is 31st December, 1947.**

(e) **Essays should be sent to the Secretary, The Seafarers' Education Service, Selwyn House, Endsleigh Street, London, W.C.1, who will be glad to supply further information.**

(f) Reproduction of the essays is reserved to the Seafarers' Education Service and to the Editor of *The Seafarer*.

(For list of Competitions see over)

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#49

Information Book of CHAUTAUQUA

JUN 17 1952

1952

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GENERAL BULLETIN

of

LA SALLE EXTENSION UNIVERSITY

A Correspondence Institution

Ateneo popular de La Boca, Buenos Aires.

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EL

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editó libros, folletos y periódicos;

sostuvo activo intercambio con otros núcleos culturales del país y del continente;

creó comisiones de extensión intelectual;

conmemoró acontecimientos destacados de la historia nacional propiciando, para recordarlos, homenajes populares;

promovió la iniciación de los estudios y las investigaciones históricas sobre la Boca del Riachuelo;

acuñó medallas y divulgó la numismática boquense;

alentó la obra de los artistas e intelectuales expresándoles su pública adhesión;

afianzó el concepto democrático y progresista de su acción, apoyando toda noble iniciativa de bien social y aplaudiendo los actos que tienden al ennoblecimiento y la dignificación del ambiente;

y abrió sus puertas, de par en par, a todos los que simpatizaron con los ideales que le dieron origen, porque lo ha orientado invariablemente este pensamiento:

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#52

THE HERITAGE OF MODERN MAN

GREAT BOOKS LECTURES

SCHOOL OF GENERAL STUDIES
CLEVELAND COLLEGE
The Downtown Center of
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1948-49

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THE HERITAGE OF MODERN MAN

#52

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#54

P L A T O

APOLOGY and CRITO

SUGGESTIONS FOR GREAT BOOKS LEADERS

In submitting these suggestions for your meeting on the APOLOGY and the CRITO, we are trying to share with you the experience of other leaders. We hope that you will share yours with them, and the Foundation is, in this respect, simply a clearing house. We want very much to hear from you whenever you hit upon an approach, a technique, or a line of argument which you think your fellow-leaders everywhere will find useful. We are not trying to tell you how to lead your group on this or any other assignment. There is no THE way to conduct a great books discussion. These suggestions do not begin to exhaust the great questions raised by this book, and yet you will find them too numerous to be used separately for segments of a discussion. Above all, they do not constitute an outline. You will have to make your own, on the basis of your own reading, your own insight, and your own experience.

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#55

ARISTOTLE
ETHICS, Selections (Books II, III & VI)
Second-Year Course

SUGGESTIONS FOR GREAT BOOKS LEADERS

You may have encountered people who assert that Aristotle is an "absolutist," a "perfectionist," an "unrealist," or, perhaps, a purveyor of meaningless abstractions. (The same charges are frequently made against all philosophers). And when you ask such people if they have read Aristotle, they reply, as often as not, "I don't need to." The second-year selections from the *Ethics* show that they need to. No one can read this assignment at all intelligently and maintain that Aristotle is anything but a hard-boiled, down-to-earth, man-of-the-world realist, who sees human nature whole, with all its strength and all its weaknesses and tries, on the basis of what he sees, to discover a workable system

* * *

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#56

JEAN JACQUES ROUSSEAU

THE SOCIAL CONTRACT

SUGGESTIONS FOR GREAT BOOKS LEADERS

Here are the suggestions on Rousseau. As in previous suggestions, we are again reminding you that these terms, issues and texts are by no means exhaustive. This is particularly true of The Social Contract. Rousseau's style is at times almost epigrammatic, in all its implications, for an evening's discussion. You will have to ask the questions which are most natural to you. No one can determine an entire Great Books discussion in advance. In keeping with this, we would like to remind you again of the importance of "follow-up questions." These are the "why?", "what makes you think so?", "what specifically, does the text say", type. Remember, you are not to be content with what you feel is the correct answer—you should press to know why the person thinks his answer is correct. Is your group simply parroting the text, or can it restate the author's point and give reasons, both his and the group's, for defending or rejecting?

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#57

THUCYDIDES

HISTORY OF THE PELOPONNESIAN WAR

SUGGESTIONS FOR GREAT BOOKS LEADERS

These are a few suggestions about some of the questions raised by Thucydides' History of the Peloponnesian War. We suggest you read them critically, after reading Thucydides, then put them aside and review the book once more. Write down your own questions; select some texts that you consider important. Then compare your preparation with these aids and decide your own course of action.

These suggestions are not definitive; they are not exhaustive. But they do represent the experience of a number of leaders, and may open up some avenues of thought to you. The extent to which you follow these aids is up to you; the important thing is that your analysis of issues must be your own, and not slavishly copied from anybody.

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#58

JOHN LOCKE

SECOND TREATISE ON CIVIL GOVERNMENT

SUGGESTIONS FOR GREAT BOOKS LEADERS

Here are the suggestions on Locke. As in the previous suggestions, we again remind you that these terms, issues, and texts are far from exhaustive. They are intended merely to give you an additional insight into the work. You will have to ask questions which are natural to you. You will discuss the issues which you feel are most important and which arouse the most interest in the group. No one can determine an entire Great Books Discussion in advance. In keeping with this, we would like to remind you again of the importance of "follow up questions". These are the "why", "what makes you think so", "what does the text say" type. Remember, you are not to be content with what you feel is the correct answer, but you should demand to know why the person thinks his answer is correct.

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ARISTOTLE

ETHICS — BOOK I

SUGGESTIONS FOR GREAT BOOKS LEADERS

Here are the suggestions on the Ethics. As in the previous suggestions, we again remind you that these terms, issues, and texts are far from exhaustive. They are intended merely to give you an additional insight into the work. You will have to ask questions which are natural to you. You will discuss the issues which you feel are most important and which arouse the most interest in the group. No one can determine an entire Great Books discussion in advance. In keeping with this, we would like to remind you again of the importance of "follow up questions". These are the "why", "what makes you think so", "what does the text say" type. Remember, you are not to be content with what you feel is the correct answer, but you should demand to know why the person thinks his answer is correct.

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THE FEDERALIST PAPERS

SUGGESTIONS FOR GREAT BOOKS LEADERS

Here are the suggestions on the Federalist Papers. As in the previous suggestions, we again remind you that these terms, issues, and texts are far from exhaustive. They are intended merely to give you an additional insight into the work. You will have to ask questions which are natural to you. You will discuss the issues which you feel are most important and which arouse the most interest in the group. No one can determine an entire Great Books Discussion in advance. In keeping with this, we would like to remind you again of the importance of "follow up questions". These are the "why", "what makes you think so", "what does the text say" type. Remember, you are not to be content with what you feel is the correct answer, but you should demand to know why the person thinks his answer is correct.

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#61

ADAM SMITH
THE WEALTH OF NATIONS
SUGGESTIONS FOR GREAT BOOKS LEADERS

Here are the suggestions on The Wealth of Nations. As in the previous suggestions, we again remind you that these terms, issues, and texts are far from exhaustive. They are intended merely to give you an additional insight into the work. You will have to ask questions which are natural to you. You will discuss the issues which you feel are most important and which arouse the most interest in the group. No one can determine an entire Great Books discussion in advance. In keeping with this, we would like to remind you again of the importance of "follow up questions". These are the "why", "what makes you think so", "what does the text say" type. Remember, you are not to be content with what you feel is the correct answer, but you should demand to know why the person thinks his answer is correct.

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ST. AUGUSTINE

#62

CONFESSIONS, BKS. I-VIII

SUGGESTIONS FOR GREAT BOOKS LEADERS

These suggestions for your meeting on the Confessions are just that - suggestions. We hope you will continue to share with us your experiences with these readings in the first year. Opening questions, follow-ups, what you've found as basic issues, some particular slant or focus, which better illuminates the work. In this respect the Foundation will act as a clearing house, passing on through future "Suggestions" to all, the best experience of each. These suggestions, again we must stress, are far from exhaustive, nor do they constitute an outline of the book. You will, in the last analysis, have to make your own outline, your own questions based on your insight and experience.

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#63

LUCRETIUS
De RERUM NATURA
(On the Nature of Things)

SUGGESTIONS FOR GREAT BOOKS LEADERS

Great books leaders frequently find that they have to keep the discussion from being monopolized by experts and specialists. It isn't that special knowledge isn't valuable, or that its possessors don't have priceless contributions to make to human knowledge. It is, and they do. But the great books program is a discussion program for ordinary people. Ordinary people are not specialists and are not in search of special knowledge. Unable to participate in—or profit by—technical discussion, they drop out of the program. We're at home when Lucretius himself talks about "the nature of things," but when a professional philosopher starts talking about Lucretius' "cosmology," even though he means the same thing, we ordinary people suspect that the great books—or, rather, great books discussions—are not for us. So expertism is out.

But occasionally the presence of an expert in a given field helps us clear up a matter of

* * *

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DECLARATION OF INDEPENDENCE
THE BIBLE (SELECTIONS)
SUGGESTIONS FOR GREAT BOOKS LEADERS

#64

In submitting these suggestions for your meeting on the Declaration of Independence and the Bible Selections, we are trying to share with you the experience of other leaders. We hope that you will share yours with them, and the Foundation is, in this respect, simply a clearing house. We want very much to hear from you whenever you hit upon an approach, a technique, or a line of argument which you think your fellow-leaders everywhere will find useful. We are not trying to tell you how to lead your group on this or any other assignment. There is no *the way* to conduct a great books discussion. These suggestions do not begin to exhaust the great questions raised by these readings, and yet you will find them too numerous to be used separately for segments of a discussion. Above all, they do not constitute an outline. You will have to make your own, on the basis of your own reading, your own insight, and your own experience.

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#65

PLUTARCH'S LIVES (SELECTIONS)

SUGGESTIONS FOR GREAT BOOKS LEADERS

Here are the suggestions on Plutarch's Lives. As in the previous suggestions, we again remind you that these terms, issues, and texts are far from exhaustive. They are intended merely to give you an additional insight into the work. You will have to ask questions which are natural to you. You will discuss the issues which you feel are most important and which arouse the most interest in the group. No one can determine an entire Great Books discussion in advance. In keeping with this, we would like to remind you again of the importance of "follow up questions". These are the "why", "what makes you think so", "what does the text say" type. Remember, you are not to be content with what you feel is the correct answer, but you should demand to know why the person thinks his answer is correct.

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JOHN MILTON
AREOPAGITICA

SUGGESTIONS FOR GREAT BOOKS LEADERS

Great books are timely, as well as timeless. Homer's *Odyssey*, written three thousand years ago, tells the story of the soldier's return. The *Areopagitica*, written three hundred years ago, is an argument for freedom of the press. Times change, and with them the conditions under which we confront our problems. But we and our problems remain. In the Twentieth Century, the soldier returns by plane, but he recognizes his own struggles and his own adjustments in the journey of Odysseus; the presses turn thousands of times faster than they did in Milton's day, but the principles of press freedom are those of the poet whose power was, as he said, "raised to a passion" by a now forgotten Order of Parliament.

As discussion-group leaders, you are already well aware that your difficulty, in dealing with a book so immediately applicable as this one, is not to get your group to apply

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PLATO
M-E-N-O

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For twenty centuries men have asked of Plato, "What is he trying to do?" Your group will probably ask the question, too, and fail to answer it. For Plato is the poet of the philosophers, the creator of a peculiar approach to knowledge of which he remains the undisputed genius. "Any fool" can figure out what Aristotle is trying to do; he tells us himself. But no wise man can more than surmise Plato's purpose. A typical Platonic dialogue *seems* to be hopelessly complicated and contradictory — but Socrates is the first to complain of the complications and to point out the contradictions. It is for this reason that we, who read Plato, suspect that he knew exactly what he was trying to do and intended that we should forever ask ourselves the question.

Even if you were not already in the habit of making your own discussion outline, you would be dissatisfied with any outline of the *Meno* made by somebody else. But these random suggestions — based on the experience of great books leaders — do not pre-

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ARISTOTLE

POETICS

SUGGESTIONS FOR GREAT BOOKS LEADERS

Your group met the moral and political Aristotle in the first year's readings in the *Ethics* and *Politics*. In the third year they will meet the logical Aristotle; in the fourth, the metaphysical Aristotle. Here they meet the aesthetic Aristotle, formulating the rules for the writing and criticism of poetry. But the many Aristotles are always recognizable as one; whatever the subject matter, his attack is always "scientific",—its form analytical, its argument cryptic, and its diction deceptively simple.

These suggestions for your meeting on the *Poetics* are just that—suggestions. They do not cover the whole of the work in detail, and they are not intended to constitute a discussion outline. Your own study of this treatise on the poetic arts will provide you with your own approach to your own discussion.

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HOMER

THE ODYSSEY

SUGGESTIONS FOR GREAT BOOKS LEADERS

After your year's experience as leaders, you are well aware that these suggestions do not constitute a discussion outline -- much less your discussion outline. There is no other way to conduct a great books discussion. These suggestions, presented here in more or less unrelated form, do not begin to exhaust the problems raised by one of the most mystifying books ever written. In submitting these suggestions for your meeting on The Odyssey, we are simply trying to share with you the experience of other leaders.

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ARISTOPHANES

LYSISTRATA, THE BIRDS, THE CLOUDS

SUGGESTIONS FOR GREAT BOOKS LEADERS

Here are the suggestions on Aristophanes. As in the previous suggestions, we again remind you that these terms, issues, and texts are far from exhaustive. They are intended merely to give you an additional insight into the work. You will have to ask questions which are natural to you. You will discuss the issues which you feel are most important and which arouse the most interest in the group. No one can determine an entire Great Books Discussion in advance. In keeping with this, we would like to remind you again of the importance of "follow up questions". These are the "why", "what makes you think so", "what does the text say" type. Remember, you are not to be content with what you feel is the correct answer, but you should demand to know why the person thinks his answer is correct.

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ST. THOMAS

TREATISE ON LAW

SUGGESTIONS FOR GREAT BOOKS LEADERS

Again, in submitting these suggestions for your meeting on the Treatise on Law, we are sharing with you the experience of other leaders. We hope you will share yours with them by giving us some of your ideas, issues, questions. The Foundation, in this respect, will act simply as a clearing house. These suggestions we are submitting are tentative, not exhaustive, nor intended as an outline of this work. If they stimulate you to more and better questions, they will have served their purpose.

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WHAT IT TAKES TO BE A GREAT BOOKS LEADER

Questions and answers about a stimulating new avocation for adults

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